

### **YEAR 3 UNIT 3 HOW WE EXPRESS OURSELVES LEARNING OUTCOMES/SKILLS**

*‘Cultures around the world use folk tales as a way to express their beliefs and values as a community.’*

#### **Drama Outcomes**

<b>PYP Phase 2 Responding</b>	<b>PYP Phase 3 Responding</b>	<b>PYP Phase 4 Responding</b>
<ul style="list-style-type: none"><li>▪ use drama performance to tell stories about people and events from various cultures, including their own</li><li>▪ discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance</li><li>▪ describe and evaluate the learning and understandings developed through their exploration of drama</li><li>▪ describe the dynamic connection between the audience and performer.</li></ul>	<ul style="list-style-type: none"><li>▪ explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community</li><li>▪ consider the composition of an audience when preparing an effective formal and/or informal presentation</li><li>▪ reflect on achievement and challenges and how they can incorporate these influences in future work</li><li>▪ recognize and discuss how the consequences and actions of a performance teach audience members and performers life lessons.</li></ul>	<ul style="list-style-type: none"><li>▪ describe how drama plays an innovative role in communicating ideas within cultures and societies</li><li>▪ reflect on a variety of dramatic forms to identify new understandings within the arts</li><li>▪ use responses to drama to adapt and improve work, considering the original intention.</li></ul>

PYP Phase 2 Creating	PYP Phase 3 Creating	PYP Phase 4 Creating
<ul style="list-style-type: none"> <li>▪ share drama with different audiences by participating, listening and watching</li> <li>▪ identify with characters through role-play development</li> <li>▪ use performance as a problem-solving tool</li> <li>▪ work cooperatively towards a common goal, taking an active part in a creative experience</li> <li>▪ make use of simple performance conventions to share ideas</li> <li>▪ consider and maintain appropriate behaviours in drama, as an audience member or as a performer</li> <li>▪ value and develop imaginary roles or situations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ create a devised or scripted performance for a particular audience or purpose</li> <li>▪ make artistic choices about role, situation and context</li> <li>▪ identify how cultural connections can be made with different types of drama</li> <li>▪ identify and develop the personal and related skills encountered through the drama experience</li> <li>▪ find appropriate ways to communicate specific meaning using dramatic action</li> <li>▪ express their unique values, beliefs and interests through a dramatic form</li> <li>▪ interpret written dialogues or scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>▪ manipulate a variety of different drama strategies and techniques to create informed scripts, characterizations and contexts</li> <li>▪ work to develop each other's ideas during the creative process</li> <li>▪ create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms</li> <li>▪ consider the skills and techniques used by a range of drama practitioners in the performing arts</li> <li>▪ show an awareness of audience and adapt performances accordingly</li> <li>▪ consider the advice and feedback of others as an essential part of the creative process</li> <li>▪ explore writing for performance.</li> </ul>

## Language Outcomes

PYP Phase 2 Oral language	PYP Phase 3 Oral language	PYP Phase 4 Oral language
<ul style="list-style-type: none"> <li>listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</li> </ul>	<ul style="list-style-type: none"> <li>listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail</li> <li>participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>listen appreciatively and responsively, presenting their own point of view and respecting the views of others</li> <li>understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations</li> </ul>
PYP Phase 2 Visual language	PYP Phase 3 Visual language	PYP Phase 4 Visual language
<ul style="list-style-type: none"> <li>use body language in mime and role play to communicate ideas and feelings visually</li> <li>observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>use actions and body language to reinforce and add meaning to oral presentations</li> <li>observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters</li> <li>observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects</li> </ul>

PYP Phase 2 Written language - reading	PYP Phase 3 Written language - reading	PYP Phase 4 Written language - reading
<ul style="list-style-type: none"> <li>participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group</li> <li>make connections between personal experience and storybook characters</li> </ul>	<ul style="list-style-type: none"> <li>discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways</li> <li>identify and explain the basic structure of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements</li> <li>understand sound–symbol relationships and apply reliable phonetic strategies when decoding print</li> </ul>	<ul style="list-style-type: none"> <li>understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters</li> </ul> <p>understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome</p>
	PYP: Language (2009) PYP Phase 3 Written language - writing	PYP: Language (2009) PYP Phase 4 Written language - writing
	<ul style="list-style-type: none"> <li>use graphic organizers to plan writing, for example, Mind Maps®, storyboards</li> </ul>	<ul style="list-style-type: none"> <li>show awareness of different audiences and adapt writing appropriately</li> </ul>

<b>PYP: Mathematics (2009) PYP Phase 2 Number</b>	<b>PYP: Mathematics (2009) PYP Phase 3 Number</b>	<b>PYP: Mathematics (2009) PYP Phase 4 Number</b>
<b>When constructing meaning learners:</b> <ul style="list-style-type: none"> <li>▪ model numbers to hundreds or beyond using the base 10 place value system**</li> <li>▪ estimate quantities to 100 or beyond</li> </ul>	<b>When constructing meaning learners:</b> <ul style="list-style-type: none"> <li>▪ model numbers to thousands or beyond using the base 10 place value system</li> </ul>	<b>When constructing meaning learners:</b> <ul style="list-style-type: none"> <li>▪ model numbers to millions or beyond using the base 10 place value system</li> </ul>

### **Social Studies Strands and Possible Learning Outcomes**

☐ ***Social organization and culture***

☐ ***Continuity and change through time***

- Describe how folktales are used to convey a community's traditions, beliefs and values across time
- Demonstrate how non-verbal communication allows people to transcend language barriers
- Identify how different arts mediums are used to express ideas and feelings about culture

Social Studies Skills



- a. Formulate and ask questions about the past, the future, places and society.
- c. Orientate in relation to place and time.
- d. Identify roles, rights and responsibilities in society.

